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ABSTRACT

This publication is part of a series of monographs on the art of teaching. Each volume, focusing on a specific discipline, explores theory in the context of teaching strategies connected to evaluation of both teachers' and students' learning. Three techniques for making use of the series are offered: dialogues (as self-evaluation and in study groups), shop talk (review of current professional literature), and teacher-to-teacher field notes (tips and experiences from practicing educators). This volume, containing six chapters, focuses on administrators (principals) and their role as agents of change. Chapter 1 is a detailed outline of a day in the life of an elementary school principal, covering school activities; relations with students, teachers, parents, and visitors, and administrative duties. A section on reading aloud, with a list of read-aloud books, is included. Chapter 2 discusses principals as change agents illustrating how principals, through daily interaction, have many opportunities to guide teachers' professional growth and enrich their experience. A case study of a bilingual second grade teacher is described. Chapter 3 examines the role of the principal in creating a school community, including the goals for the community and specific strategies to achieve these goals. Chapter 4 focuses on strategies for involving parents in building a school community. Chapter 5 looks at how school discipline can become a positive component of a successful school learning community, outlining the responsibilities of adults and students and the role of the principal. Chapter 6 explores the importance and complexity of evaluating teachers and staff and curriculum content looking at the reflective teacher; the aesthetic, literate, social-emotional, and instructional environments; evaluating students; and celebrating learning. A list of professional associations and publications is included. (Contains 51 references.) (ND)